

The Impact of Mixed Level Proficiency Tasks on Iranian EFL Learners' Reading Comprehension Ability

Mazdak Darbandi*,

The present study was conducted to examine the possible reffect of mixed level proficiency tasks on Iranian EFL learners' reading comprehension ability. To conduct the research, 60 upper-intermediate language learners at Kish Institute of Science and Technology in Rasht, Iran were randomly divided into two groups of 30 after administration of a Quick Placement Test. The participants were randomly assigned into experimental and control groups. Pretest of reading comprehension was administered to both groups to assess their knowledge of reading comprehension before the treatment. Then, the treatment started and the experimental group was exposed to teaching with mixed level proficiency tasks and the control group was exposed to the traditional methods of teaching reading comprehension. Finally, a posttest of reading comprehension was administered to students of both groups at the end of treatment to assess possible difference of performance of the experimental and the control groups. The collected data were then processed through statistical analysis of t-test. Statistical analysis of the results provided evidence in support of the positive effect of using mixed level proficiency tasks on reading comprehension of Iranian EFL learners.

Keywords : Mixed Level Proficiency Tasks, Reading Comprehension Ability

[Islamic Azad University, Rasht Branch - Thesis Database](#)
[دانشگاه آزاد اسلامی، واحد رشت - سامانه بانک اطلاعات پایان نامه ها](#)